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ABSTRACT

With an acute awareness of learning problems among inner-city students, the teachers in New Haven, Connecticut, modified their courses to relate to the opportunities and challenges of modern education. They reorganized the traditional, year-long, survey history courses into quarter miniunits which emphasize the inquiry approach to analyzing content and developing educational skills. Provided in the booklet is a concise outline of steps for developing an effective miniunit, which includes general skill development, sample course descriptions and objectives, and special classroom methods such as mock trials, student taught classes, and sound and light shows. (Author/DE)

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GUIDE

FOR TEACHERS OF HISTORY AND SOCIAL STUDIES

IN THE NEW HAVEN

PUBLIC HIGH SCHOOLS

SO 007 869

Prepared by participants in the 1973-1974

Yale - New Haven History Education Project

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Why Study History ?

"History" means many things to many people. On one extremely abstract level, history has been called "philosophy teaching by examples." To some people, history embodies the"great traditions and enduring heritage of the past"; to others, though, history is the often tragic story of violence, ignorance, poverty, disease, warfare and "man's inhumanity to man." History has also been seen as the inevitable unfolding of ideas like Progress and Liberty. History can serve as a guide toward understanding the present and future, along with the gloomy warning that "those who forget the mistakes of the past are doomed to repeat them." History by itself may not seem to make people healthier, wealthier and wiser, but over the years it has served to give people experience in understanding complicated problems and assessing possible solutions.

Compared with other high school courses, history appears to have two unique contributions values and advantages.

First, in terms of content and subject matter, history has a mandate to explore the whole -- not just a part -- of life on this planet. Art, literature, mathematics and the sciences pursue special aspects of human experience, but they usually cannot claim to study the relation of values to each other in a comprehensive context. History attempts to survey the entirety of human experience -- past, present and future -- in all its variety and complexity. Moreover, history is not just "something out there," abstractly remote from the individual student and teacher. History courses attempt to relate the individual to ever-widening groups and social contexts -- the family, the classroom, the school, the economy, political systems and other cultures; not as quaint historical curiosities in the distant past but as realities facing students and teachers in the immediate present and foreseeable future.

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Rather than try to describe the general purposes and objectives of teaching and learning history in high school courses in terms of abstract concepts and fixed standards, it may be better to explore them in terms of such questions as:

What is our purpose in life ?

How did we get to where we are ?

What does it mean to be a human being ?

What affects the ways people think and behave ?

How has our experience differed from others ?

How can we describe, explain and understand people and events ?

How does one individual relate to others or to larger groups ?

How do individuals grow and develop physically, mentally and emotionally ?

How are people different ? How are they the same ?

What are the meanings of "equality" ?

What are the social, political, economic, religious and psychological elements of an individuals relationship with others ?

What are the rights and responsiblities of human beings, economically, socially, and politically ?

What are the basic ingredients of a community or nations ?

What are the standards and expectations of citizenship and membership in society ?

How do things work when they work well ?

How do people behave normally and under stress ?

How does the political system work ?

Why do people have customs, habits and laws ?

What does it mean to be "free" ?

How does one person's freedom relate to another's ?

Are people free to do anything they want ? What Limits freedom ?

How do political groups and laws originate ?

How do people, groups, freedoms and laws change over time ?

How do wars and violence happen ? What are the reasons ?

How does the economic system operate ?

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How do people make a living ? How do they choose and prepare for careers ?

How do consumers, labor and industry work together ?

How does the economy relate to resources and the environment ?

How are political, economic and social systems different in other countries and cultures ? How are they similar ?

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Second, in addition to a comprehensive exploration of human experience in its variety and complexity, history has a unique value in that it does not rely on any special jargon, techniques or limited methods. In exploring history, teachers and students use basic, simple, ordinary, common-sense language, both for understanding the complexity of human experience and for expressing thoughts effectively. History can indeed take advantage of special insights and conceptual approaches used by the arts, foreign languages, mathematics and science as well as those used in the Social Studies. But, most important, studying history helps to develop the basic, fundamental means of communication, of understanding the subtle ambiguities of human problems and of expressing ideas as clearly, effectively and sensitively as possible. Indeed, in most history courses, as much time is usually spent on language and communication as on the substance of history.

Again, phrased in terms of questions rather than fixed standards, history attempts to explore the following:

Can history improve reading and writing ?
What special materials and audiovisual aids help in the classroom ?
What topics and problems are best suited for improving reading and writing ?
How can methods, topics and materials be used most effectively according to the teacher's own teaching style and student's own learning style ?
What topics can be done by independent projects, small-group work and class exercises ?
What techniques can be used to build a basic vocabulary ?
What methods are most effective for conveying facts and information ? Ideas and opinions ? How can students learn to tell the difference ?
How can students learn to listen carefully and understand the organization of written or spoken prose ?
What techniques can be used to familiarize students with clear, effective, organized and coherent writing ?
What steps are necessary to enable students to do research on problems, in and out of class ?
How can students learn to cope with a variety of opinions, bias and ambiguity ?
How can students learn to co-ordinate evidence and interpretation ?
How can skills developed through studying history help students in their careers and daily life ?

The recommendations and guidelines in the following pages should indicate some of the ways in which teachers in New Haven's high schools have tried to answer the questions about the content and skills of history.

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The Inquiry Approach

After years of exhaustive planning, consultation, development, testing and evaluation, it has seemed preferable to explore the general questions, objectives and values of the Social Studies by re-organizing the traditional year-long survey courses into quarterly mini-units and by emphasizing the inquiry approach to analyze content and develop educational skills. The usual survey courses and methods based on text-books and lectures may still be valuable for many subjects in the Social Studies and other disciplines, but they often involve more classroom problems and less satisfactory results in skill development. With a healthy appreciation of the traditional values of history and with an acute awareness of learning problems among inner-city students in today's world, the teachers in New Haven have modified their courses to relate to the opportunities and the challenges of modern education.

"To inquire" is to search after, to ask with the expectation of finding satisfaction, either in the form of answers or of newer and better questions. Most important about what we call the inquiry approach is the process of investigation in which the students are actively involved. The challenge of inquiry is not simply what to ask, but how to ask. The body of knowledge takes on a very practical meaning and becomes the means to an end, a way of answering important questions. The questions asked by teachers and the curiosity expressed by students become just as important as using facts and acquiring information.

The teacher acts to provoke thoughts and questions, while the students learn to ask their own questions and develop inquiry skills. Information and facts are still important, but in the inquiry approach they are directly related to specific questions and investigations, not just as ends in themselves or to be accumulated out of context. Learning how to ask pertinent questions is often more rigorous and demanding in its subtlety and complexity than simply memorizing lists of amorphous facts. Some questions may have simple answers; some may have equally valid and defensible answers; others may have answers whose validity varies according to specific cases; and still other questions are open-ended in that they stimulate further inquiry, more research, more careful

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language, greater detail, and more sophisticated interpretation. The teacher helps students to inquire by providing stimulating materials and by encouraging students to develop the skills essential for independent analysis.

This approach is neither revolutionary nor new. It is as old as the methods of Socrates. John Dewey in the early 1900's recognized the importance of having students participate actively in the learning process. The inquiry approach requires that teachers as well as students focus on the process of learning along with the products and end results of learning. Many people think it easiest and entirely sufficient for a teacher to open a textbook and lecture from it on "everything students should know" about a topic. The inquiry approach rephrases textbook generalizations in terms of questions setting off a chain-reaction of further questions. It involves the students actively in the rigorous process of research, analysis and evaluation. In the process of inquiry students become more familiar with the subtleties and complexities of understanding important elements of human experience and significant historic concepts.

Emphasis on the inquiry approach is intended to vary teaching methods and learning methods, so that students can become accustomed to appreciating the variety of ways available for understanding complicated problems. It would be contrary to the goals and values of the inquiry approach if a teacher lectured every day. Lecturing as one method among several is not to be excluded. Certain skills like listening and note - taking are best taught through a lecture, but teachers can use a variety of approaches consistent with the needs of particular classes and topics.

The mini-unit organization favors the in-depth inquiry of specific topics over broader but shallower approaches. The mini-units focus on a limited number of concepts that are to be taught and re-inforced through a variety of methods, materials and strategies. It is extremely important to re-inforce what and how students learn, so that they can know it well enough to apply information and skills in other problems and educational situations. This does not mean that the same materials are taught over and over until memorized; instead, through planning, movement and continuity, each

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unit elaborates upon the central concepts and skills through a variety of methods and strategies. Outside of class, familiarity with historical as well as social problems and inquiry skills should help students to become independent adults and responsible citizens of the modern community.

Suggestions for Developing a Mini-Unit

The inquiry approach and mini-units unquestionably require far more work and preparation from teachers and students than do traditional survey courses and lecturing. More detailed information and a greater variety of interpretive opinion are needed for analyzing content, subjects and topics than any textbook provides; more varied teaching methods and learning skills are needed than simple memorization. The following is a concise outline of common-sense steps for developing an effective unit.

I. Plan ahead as far as possible. Check with other teachers who have taught similar courses. Review other mini-units on file. Check materials on hand in the school library, department office, special equipment and audio-visual aids. Be sure to allow enough advance time (6 to 8 weeks) for new orders.

II. As you review the basic information and chronological sequence of a period or topic, pick out the important problems, issues, themes, topics and general questions which relate pertinently to the subject matter of the course. Very often these will involve both descriptive explanation and interpretive opinions; be sure you know how they overlap and connect as well as how students can relate the information to interpretation. Some selectivity is needed to focus on the central issues and problems, to allow enough time, to avoid shallow treatment. The problems and issues of a unit need careful co-ordination and sequential organization with appropriate skill exercises, class methods and materials. Allow some flexibility since some problems and issues require more emphasis and more time than others. It may be impossible to give them all equal treatment.

III. As you review issues and information, consider which generalizations and concepts are appropriate to the subject and which allow tie-ins with other courses. These concepts may be as abstract as ideas of causation, inevitability or free will (as a few examples), or like nationalism, imperialism, compromise, nature or others of a lower level, but it is essential that these concepts and the problems mentioned in Part II above be closely integrated as far as possible with specific events and information. Obviously, the level of abstraction of both concepts and problems must be geared pretty closely to the level of the class, without being over-simplistic or abstrusely incomprehensible or invalid if removed too far from the evidence. Consequently, it may be useful to rank these concepts according to 1) importance to the subject matter of the course, 2) difficulty of comprehension and 3) sequence within the course.

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IV. Skills: Figure out the priority of skills which the topic, subject matter, available materials, problems and concepts require. The list of skills and suggested sequence of skill development given below may be helpful. Pre-tests at the beginning of the unit may help to show which students need help in certain skills as well as what basic information the students bring to the course. Try to emphasize verbal, written and visual skills. Figure out which skills can be developed by the whole class together, in small-groups or individually. Be careful about co-ordinating skill development with suitable teaching methods and materials.

V. Classroom teaching methods: Variety is the key to the inquiry approach and mini-units, but there should be overlap and coherent continuity. The list of methods given below may help you to figure out some which are best for certain skills, materials, problems and concepts. If in doubt, consult other teachers who have used those methods. It is sometimes tempting to use certain methods just for entertainment value, but such attempts usually fall flat if the teacher has failed to use the method without a valid, lesitimate educational purpose, 2) if the teacher fails to make clear to students what the specific purpose and steps are involved, or 3) if the teacher fails to co-ordinate the method with the proper material, topic, information, skills and issues. It also seems wise to de-brief students immediately with the method fresh in mind and to provide tie-ins with what goes before and after.

VI. Materials: The course outlines and course descriptions on file may help to find what is available in the school, at Yale, or needs to be ordered. Knowing how to use dittos and other copying processes is essential. Materials, of course, should be geared to concepts, problems, methods, skills, interpretive biases, reading levels and basic information. Your colleagues and Yale advisors usually have a wealth of knowledge about source documents and interpretations; some of these, of course, may need editing for particular classes. Important as reading materials are, do not neglect available audio-visual aids. Allow enough lead-time for copying. Figure out which materials can be given to students to keep and which should be collected in class. Keep copies of everything. Label them clearly. Try to be especially clear and specific about instructions.

VII. Many teachers believe in detailed, day-by-day lesson plans. Some outlines are more general and allow more flexibility. Different planning may be necessary for chronological-period units or topical units. In planning a unit, one should have at least a good idea of a weekly sequence to be followed. Some topics in a unit may take more time than planned; others may take less. More trouble seems to arise from overloading a unit with concepts, problems, methods and information than from concentrating on a more limited number of essentials which incorporate options and alternatives to be explored as the occasion demands or allows. In planning methods and skills, especially, be aware of the varying needs and abilities of the students within classes and in different classes. Make the sequence of coming events clear to the class, so that they know what to expect. Many students lose track of what the purpose of a particicular exercise or unit may be, so that frequent materials reminders are necessary. Your overall plan should include materials and exercises on continuous themes, though variety is often necessary to illustrate the themes from different angles. Things which may seem self-evident to you may be mysterious to the students until you find a way of getting through to them. Do not forget to figure out easy, coherent transitions between different parts of the unit.

Most of these suggested procedures are, of course, in most teachers' repertoire of common-sense experience. And most teachers are adaptable enough to vary plans on short notice.

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Each teacher usually has the imagination and ingenuity to develop courses in special ways according to particular teaching styles, the peculiarities of the topic, and, most important of all, the immediate needs of the individual students.

General Skills

Developing skills is the most important job of the high school teacher. Social Studies teachers usually have to spend a great deal of time, effort and ingenuity teaching reading, writing and even some arithmetic related to historical or other inquiries. It is in the high schools that students must acquire a lasting competence in language and communication in order to become independent, critical, disciplined, imaginative and active rather than passive participants in the educational process. Ideally, students should become accustomed to asking questions for themselves, developing their own critical standards, pursuing their own goals, finding their own motivation and continuing their own individual growth and development.

The skills below are those which appear to be most needed in Social Studies courses and which history courses can and should develop in special ways. They are listed in five categories, but the overlap is considerable. The list is not a complete taxonomy, but it should help teachers and students focus on the skills and learning problems which occur most often.

I. Historical Social Studies Skills: These are the most pertinent ones encountered in historical inquiry and need special attention. Hopefully, after two or three courses, students should have a familiar understanding of:

The values of primary and secondary sources
Identifying fact and opinion
Points of view and biases
Value judgements
Sterotyping errors
Cause and effect
Comparisons and contrasts
A sense of time and place
Chronology, sequence and context
Using statistics
Graphing and map reading
Issues involving a central issue, polarized extremes, and a spectrum of opinion

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II. Active Group Skills emphasize communication and sensitivity in speech through:
- Panel discussions
- Debates, preparation and formal strategy
- Role plays
- Trials
- Simulations
- Small group work

III. Study Skills emphasize reading and writing for general educational development not just for history or Social Studies:
- Ability to paraphrase
- Note-taking
- Summarizing
- Generalizations and qualifications
- Outlining, chronologically and topically
- Proper use of quotations in context
- Writing clearly and sequentially
- Using introductions and illustrations
- Using conclusions and evidence
- Organizing the sequence of topics
- Evaluating the relative importance of information
- Categorizing information
- Documentation and use of examples
- Following directions
- Taking tests
- Becoming familiar with standardized tests
- How to watch audiovisual aids effectively
- Research, reports and projects
- Bibliography and standard reference works
- Footnotes
- Using the library

IV. Career Skills build on these other skills:
- Filling in forms
- Following directions and instructions
- Understanding steps in an outline
- Reading the "fine print"
- Accuracy in money, interest percent, payrolls
- Understanding work procedures and roles
- Understanding structure and organization
- Taking initiative and responsibility
- Following schedules and meeting deadlines
- Asking and answering questions promptly
- Developing co-operative attitude
- Working in groups

V. Behavior and Attitude: These may not at first seem an official part of classroom work, but they do affect how students react and behave in or out of class:
- Decision making
- Assuming responsibility
- Democratic participation
- Tolerating dissent
- Tolerating ambiguity
- Being prepared
- Courtesy, co-operation, respect for others
- Promptness, attendance
- Sense of humor
- Self-respect

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Suggested Sequences of Skill Development

In the mini-unit organization students may have completely different topics and completely different teachers each marking quarter. It is therefore essential that all teachers be aware of the skills listed above and emphasize them during the whole year, to insure orderly skill development. It is also important that 25 students proceed through each quarter, they should be exposed to a progressive development of skill exercises in the year, beginning with simple, basics fundamentals and going on to more complex, sophisticated techniques. Except for the special emphasis in the 9th Grade, described below, the progressive sequence aims toward developing skills in preparation for research projects and papers in the third term to be followed by further review and more sophisticated group skills in the final quarter.

9th Grade Social Studies

This course focuses on the individual in an urban community. Since student needs, abilities and problems vary considerably after the middle school,it seems necessary that various skills be emphasized throughout the year as circumstances and topics allow. Teachers should, of course, consult with school reading counselors when necessary and, if possible, devise pre-tests and post-tests for skill development as well as basic information. Naturally, the skills listed below overlap considerably and should be integrated as much as possible. Often but not always, these skills are explored at more basic level and take more time than similar skills in later grades.

Comprehension and Communication	Personal Attitudes and Decision-Making
Reading	Using sources
Listening	Fact and opinion
Spelling	Seeing many sides of an issue
Vocabulary	Understanding both sides of an argument
Sentence structure	Analyzing problems and solutions
Paragraphs	Clarifying personal and social values
Using indexes	Procedures for decision-making
Book reports	Evidence and ideas
Oral reports	Discussions and debates
Understanding and making charts, maps graphs	Behavior, courtesy, sensitivity
Observing audiovisual material carefully	
Understanding chronology and stages	

Special terms and concepts to be explored include many of the following: urban, rural,

suburban urbanization megalopolis, neighborhood, community, society, culture, economy, industry, labor, consumers, health, welfare, regions, transportation, services, government, law, politics, housing, taxation, budget, pollution, environment, resources, ecology.

Personality, adolescence, physiology, disease, family, race, prejudice, intelligence, maturity, drugs, addiction, dependence, reproduction, population, prevention, sexuality, puberty, responsibility, penalties.

10th Grade-World Area Studies and 11th Grade-American History

Though the 9th Grade units necessarily emphasize various skills continuously throughout the year, experience has indicated that a more orderly sequential progression is necessary during the four quarters of the two upper grade-years. Once again, the outline below obscures the necessary overlap, continuity and integration of skill development in the 10th and 11th Grades. Pre-tests and post-tests for skill development and basic information are adviseable, if at all possible, every quarter, and, for the benefit of other teachers, information on various students should be kept and shared as the year progresses. The course summaries and classroom methods listed below may help to show which topics and techniques are most suitable for developing skills in different quarters of the year. The sequence below appears to apply both to World Areas and American History, but it is important in each quarter of the 10th Grade to emphasize terms relating to geography, place names and culture:

The outline appears to make abrupt divisions between each term, but, of course, many group skills emphasized in the fourth quarter can be effectively used in the earlier quarters. And it is always essential and necessary for each quarter's work to review, re-inforce and build upon the skills of the previous quarters. Teachers and students are, of course, free to develop any skills whenever necessary; the outline represents a suggested, recommended sequence based on experience of which skills need special emphasis and mastery to insure that students progress effectively from quarter to quarter and develop their own competence in a reasonably systemmatic way.

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First Term: It is obviously desirable that later in the year teachers can feel confident that students in the first term have had thorough and lasting competence in the following basic fundamentals:

1. Understanding the differences and values of Primary and Secondary Sources
2. Identifying Fact and Opinion
3. Cause and Effect - underlying and immediate
4. Point of View, bias and value judgments

Teachers might devise a pre-test to ascertain the students knowledge of these concepts, as well as reading and writing skills and basic information. Mini-units in the first term should emphasize material and methods which emphasize these skills and concepts. A post-test may help as a follow-up and as a way of briefing the students teachers later in the year. As noted above, intensive work in geographic skills and terms should be added for 10th Grade World Areas.

A few examples of how to teach the concepts above are: Primary and Secondary Source have a staged incident and compare the students "eye-witness" accounts; "Rumor game" - write out a sentence on paper, have the students whisper it sequentially around the room and compare the last whispered message with the original. Fact and Opinion:Examine news stories and editorials on the same issue from different newspapers.

5. Proof Essay - a simple format involving
   a. Statement
   b. Reason
   c. Evidence

The teacher might copy out a standard format for these essays until students are familiar enough with it to make their own. More work can be done to allow for objections, counter-arguments, qualifications and the like as the term and the year progress. A bare outline at first may be necessary, to be followed by complete sentences and formal paragraphs.

Second Term: Pre-test to check on 1st Term's work. Design units to continue work on the concepts and skills emphasized above. The new emphasis in this term might focus on:

1. Picking out important facts from context; list them according to various priorities and re-write them without extraneous material.
2. Familiarity with standardized tests with emphasis on following directions and timing.
3. Beginning preparation for 3rd term paper or project: Taking reading notes, checking facts, outlining, library materials, drafting, revision.

In the 10th Grade, there should still be emphasis on geography and cultural terms.

Third Term: Pre-test for checking on 1st and 2nd term work. Continue exercises from previous terms but include newer and more intensive emphasis on:

1. Comparisons and contrasts; similarities and differences; parallels
2. Further preparation and completion of research project including preliminary final drafts and allowing enough time after the project or paper is completed to go over and review the work.

Fourth Term: Prepare for some final review of skills developed and re-inforcement of research project skills either through review of the 3rd term paper or assignment of related research topics. Emphasis in this term should include:

1. Small group work
2. Developing previous discussion skills for formal debates, oral reports

SAMPLE COURSE DESCRIPTIONS

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Ninth Grade

The individual in urban society is the major theme of the 9th Grade Social Studies program in the New Haven high schools. The basic information provided in the 9th Grade program is generally the same in the three schools and emphasizes the dualistic nature of an individual's personal growth and relationships within a complex urban environment. The dualistic themes are inter-related and overlap so that they are not really separated, though this description may give such an impression. Naturally, according to particular topics there are varying emphases given to personal relationships and general urban issues. The ninth grade is also an excellent area for introducing the Social Science disciplines to all students.

For example, in those parts of the 9th Grade program which involve personal growth and relations within an urban society and each of the disciplines are represented and attention is given to: problems of adolescence; the process of socialization; the influence of family and culture; the role of peer groups; problems of race and prejudice; the purposes of education; the personal, physiological and social elements of drug abuse and sexuality; the individual's concern for problems of urban ecology. Analysis and discussion of these topics emphasize the students understanding of themselves as unique individuals with special strengths and limitations, and as members of larger, complex groups with special expectations and responsibilities; self-respect and respect for others; analyzing problems accurately; considering alternatives and consequences; developing the means for making personal decisions effectively. In terms of skill development, the discussion of personal growth, relations and choices focus on: listening and observing carefully; defining themes and issues in a discussion; distinguishing between fact and opinion; organizing evidence to support an opinion; understanding more than one side to an argument; exploring alternatives and options; participating in group decision-making; learning fundamental concepts of social studies. More specific information about min-units exploring personal development and personal relations follow this general summary.

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In addition to developing the students awareness of their own development, the 9th Grade program emphasizes the larger social elements of the individual's experience in a complex urban society. Units about urban themes include topics on understanding the urban environment; its geographical relations with the surrounding region; its internal geographical divisions; the social and economic elements of neighborhoods and communities; the composition of the population. Other units explore the historical development of cities and case studies of urbanization: Athens and Rome; medieval cities; Venice and Constantinople: London and Paris; the growth of commerce, trade, transportation and industrialism in the process of modern urbanization. Law, government and political organization of cities are the topics in other units, including attention to the structure and working of the federal government, national legislation, executive administration, court systems, federal urban programs, relations with state government law enforcement, and individual civil rights within the system of government. Some units focus on the analysis and solution of urban problems; how environment and people affect each other; the economics of cities; transportation; pollution; housing; urban crimes and violence; law enforcement; taxation; the growth of suburbs; urban planning; the future of cities. Using a basic text (Exploring the Urban World), maps, films, slides, and posters, the units on urbanization develop skills like: understanding and making maps, charts and graphs; using indexes and reference books; reading, vocabulary and comprehension; use of data and source materials; making generalizations; understanding terms and concepts related to city life; interpreting time lines and chronology; distinguishing fact and opinion; analyzing problems and solutions.

As noted above, basic, fundamental skill development is emphasized throughout the year according to particular topics, classroom methods and materials. The overlapping integration of topics about the individual in an urban society means that personal relations often come up in units on urbanization and that urban problems influence discussions in units on personal relations. The following sample outlines are but a few of those explored in the 9th Grade program and, for the sake of brevity, do not give the full substance of a course unit. They are offered as an introduction to the possibilitie for exploring various elements of the individual in an urban world.

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Sample Outlines

I. Course Topic: New Haven, past and present (B. Centennial Preparation)
General Educational Objectives:
- A. To understand the urbanization process, including the Industrial Revolution, geographic factors and immigration.
- B. To understand that city government is designed to perform services for the people and that the ability to provide services depends on economic bases
- C. To gain insights into patterns of ethnic movements and politics
- D. To understand forces causing decline of cities

General Behavioral Objectives:
- A. Understanding and describing the process of urbanization
- B. Understanding at least fifteen services of city government
- C. Understanding the procedures and related problems of city taxes

Special Skills and Methods:
- A. Note-taking-required
- B. Graphs: population, bar lines; pie graph of city budget
- C. Vocabulary
- D. Maps: City streets, topography, zoning maps
- E. Listening

Major Content and Subject Matter: New Haven's development in different historic periods; the structure and organization of New Haven's government
Short List of Materials: pamphlets of New Haven history, slides, guides from city agencies, filmstrips on urban problems
Teacher: Jonathan D. Clark

II. Course Topic: Law, Crime and Justice
General Educational Objectives:
- A. To introduce students to the structure of the city, how it attempts to deal with one of today's major urban problems: enforcement of and respect for law.
- B. To have students recognize their unique positions as citizens in a democratic society.
- C. To present principles of government and jurisprudence which students should know to understand their rights and those of others.

General Behavioral Objectives:
- A. To have students investigate the forces which produce changes in our legal system.
- B. To encourage students to grapple with alternative resolutions of issues.
- C. To help students understand and interpret data, charts and graphs.

Special Skills and Methods:
- A. Group skills, critical thinking and listening: role plays, mock trials, debates, forming in-class investigative commissions, hearing guest speakers.
- B. Interpretation of data: case studies, charts, graphs, newspapers, filmstrips
- C. Comprehension, written and oral skills: tests, oral and written reports, debates, critical reviews, articles, interviewing guest speakers

Major Content and Subject Matter: (weekly) 1. The Origins of Law 2. Civil and Criminal Law 3. Urban Regulation 4. The Organization of the State Court System 5. The Juvenile Court in Practice 6. Youth in Trouble 7. Staying Out of Trouble 8. Protection and Punishment
Short List of Materials Used: Justice in America series (Law, Crime and Justice; Law and the City; Law and Order; Law and the Consumer); Manchild in the Promised Land; No One Will Listen; Two Blocks Apart. Filmstrips: The Wheels of Justice; Marijuana: What You Can Believe: Jerry Lives in Harlem: Anthony Lives in Watts: You and the Law: The War on Crime

Teacher: Michael Burgess

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III. Course Topic: Adolescent Psychology and Teenage Problems

General Educational Objectives

A. To develop an understanding of the causes of human behavior
B. To develop a theoretical framework for analyzing adolescent behavior
C. To develop insight into the developmental tasks of adolescence; individuality and conformity; relations with parents, siblings and peers

General Behavioral Objectives:

A. Explaining and evaluating adolescent behavior in specific situations through case studies and stories
B. Explaining human motivations in common adolescent problems
C. Developing greater tolerance and sensitivity to the problems of the mentally ill

Special Skills and Methods:

A. Analysis of action and expression
B. Communication
C. Decision-making

Lectures, discussions in class and in small groups; writing scenarios of problem-situations; films and filmstrips

Major Content and Subject Matter:

A. Theories of Personality Development, Psychological Function, Defense Mechanisms, Transactional Analysis
B. Teenage Problems: peer pressure, family relations, insecurity, decision-making
C. Varieties and Degrees of Mental Illness

Short List of Materials; mimeographed hand-outs, Maturity, Loyalty, Dibs In Search of Self; I'm OK, You're OK. Filmstrip: Understanding Your Parents

Teachers: Michael Burgess, Jonathan Clark, Burt Saxon

IV. Course Topic: Socialization and Prejudice -(Ethnic Studies)

General Educational Objectives:

A. Understanding the Process of Socialization, its effects on attitudes and behavior
B. Evaluating the importance of competition, power, status and adolescence in our culture and others
C. Understanding the origins, manifestations and effects of prejudice

General Behavioral Objectives:

A. Explaining how socialization influences attitudes and behavior
B. Understanding heredity, evolution and environment
C. Understanding cultural norms and values in various societies

Special Skills and Methods:

A. Conceptualization
B. Comparison of culutures and experiences
C. Analyzing heredity and environment
D. Independent research
E. Reading, Writing, Vocabulary

Oral reading, discussion, playwriting, synectics, group work, simulations, films, filmstrips, guest speakers

Major Content and Subject Matter: Case studies of socialization procedures, cross-cultural examples, socialization in cities, socialization in the South, elements of prejudice

Short List of Materials: student folder of readings and lessons, Two Blocks Apart, I Know Why the Caged Bird Sings, The Invisible Wall (teacher's guide available)

Teacher: Burt Saxon

V. Course Topic: Decisions and Values: Drugs.

General Educational Objectives:

A. Understanding what role drugs play in one's life
B. Understanding causes and effects of drug use
C. Evaluating solutions to the drug problem
D. Exploring alternatives to drug use

General Behavioral Objectives:

A. Understanding names, appearance, nicknames, physical and psychological effects, addiction potential of marijuana, LSD heroin, cigarettes, alcohol, amphetamines and barbituates
B. Describing and explaining attitudes toward drugs

Special Skills and Methods:

A. Classifying Drugs
B. Analyzing drug treatment programs
C. Clarifying and forming values

Disussion in class and small groups, case-study analysis, films, filmstrips, tapes, guest speakers, play-writing, simulations

Major Content and Subject Matter: Reasons for drug use; marijuana; narcotics; hallucinogens; amphetamines; cigarettes; alcohol; drug treatment programs; alternatives to drugs

Short List of Materials; student folder of readings; Scope, Drugs; NIMH pamphlets; Making Value Judgments. Films:"Donny B", "What Time Is It Now?", "Breath of Air" (teacher guide available)

Teacher: Burt Saxon

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Tenth Grade

The World Area Studies program in the 10th Grade offers comparative perspectives on important, cultures, civilizations and nations. The major themes of the program's units are the interdependence and commonality of human experience with attention to the significance of differing cultural and national developments. The relative remoteness of many of the areas studied presents special problems for students who are most familiar and concerned with issues in their immediate surroundings. The 9th Grade program on issues of the individual in urban society and the 11th Grade program in American History have an immediacy and familiarity which the 10th Grade program does not necessarily have, so that teachers face special burdens in involving students with topics and issues on a more abstract or vicarious level. Some of the sample course outlines below show how several teachers have coped with the problem of attracting and holding the student's attention and interest. In terms of skill development, the separate units during the school year generally follow the recommended sequence outlined in the previous section of the guidelines. Experience has shown, however, that skills related to geography and cultural concepts need continual emphasis and review during each quarter. Remember that these outlines give only the bare skeleton of a few courses and represent only a sample of the national and conceptual topics offered in the 10th Grade World Area Studies program in the New Haven high schools.

Sample Outlines

I. Course Topic: Ancient Rome

General Educational Objectives:

A. To show students the record of ancient Rome in human experience
B. To illustrate the influence of Rome on the past and present
C. To provide practical knowledge of the ideas and events in the early period of western civilization

General Behavioral Objectives:

A. Learning terms and concepts from ancient Rome that are still used today: dictatorship, revolution, senate, patrons, province, etc.
B. To read and understand actively rather than passively
C. To appreciate the origins of beliefs and ideas in western culture
D. To see how Roman law is the basis for many modern laws

Special Skills and Methods:

A. To develop an historical point of view for remote periods
B. To become familiar with basic documents and their analysis
C. To distinguish between primary and secondary sources
D. Understanding perspective, library skills

Major Content and Subject Matter: Early Italian peoples, Etruscans, Latins, early Roman society, religion, the Republic, political structure, plebeian revolt, reform

aristocracy, Grecian influences, imperial expansion, the Punic War, Hannibal, new provinces, eastern military campaigns, the imperial constitution, changing social structure, the rise of new leaders, Pompey, Caesar, Cicero, Marc Anthony, the end of the Republic, rise of Christianity

Short List of Materials Dawe, Ancient Greece and Rome; Starr, Ancient Romans; filmstrips; posters; photos from New Haven Public Library

Teacher: Solomon Govrin

II. Course Topic: The Causes of War

General Educational Objectives:

A. Exploring why countries resort to war to settle grievances
B. Understanding the role of economic, colonial, political, imperialism in the causes of war.
C. Understanding the role of alliances and power blocs
D. Investigating the nature of hostility between U.S.A. and U.S.S.R.
E. Exploring possible alternatives to War
F. Analyzing the effects of European, Asian and African developments on U.S.A.

General Behavioral Objectives:

A. To tolerate dissent and develop democratic participation
B. To understand clashes of opinion
C. To understand long and short term causation
D. To analyze reliability of information
E. To develop decision-making
F. To appreciate concepts related to international affairs; balance of power, containment, cold war, power bloc, neutrality

Special Skills and Methods:

A. To develop an historical point of view
B. To identify stereotypes and propaganda
C. To refine and articulate
D. To ask important questions about facts and ideas
E. To understand analysis of problems and controversial issues
F. To analyze and interpret basic documents closely and critically
G. Map reading, topography, observation
H. Relating individual knowledge to larger experience

Major Content and Subject Matter: Spanish-American War, Philippine Insurrection, World War I, World War II, Peace Treaties 1919 and 1945, the cold war, motives of Russia and China

Short List of Materials: Geottel, America's Wars?; Pussey, The Way We Go To War; Cramer, The Causes of War; Pictorial History of World Wars I and II; Winks, The Cold War

Teacher: Solomon Govrin

III. Course Topic: Japan and Korea

General Educational Objectives:

A. To appreciate other peoples and cultures
B. To correct misconceptions about foreign lands and peoples
C. To understand nationalistic fears, misunderstandings, ignorance and conflict
D. To promote critical inquiry and analytical thinking

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General Behavioral Objectives:

A. To compare and contrast attitudes, values, political and economic systems
B. To develop empathy for the problems of Japan and Korea
C. To illustrate geographical and cultural factors
D. To investigate the rationale behind customs, traditions and use of human abilities in other cultures

Special Skills and Methods:

A. Evaluating special points of view
B. Making Decisions
C. Using primary and secondary sources from both cultures and from the West
D. Critical thinking: position papers, objectives, conclusions, debates
E. Developing research skills: encyclopedias, books, newspaper, magazines, films, television, interviewing, map work, regional terms

Major Content and Subject Matter: Geography - human resources and physical; History: critical periods, religious influences; Education; Modernization; Traditionalism; Economic and Political Problems; a general introducation to languages and writing.

Short List of Materials: maps, textbooks, reference books, filmstrips, records, slides, cultural artifacts, dolls and toys, puzzles, stamps, plays, television, pictures

Teacher: Florence Zywocinski

IV. Course Topic: China

General Educational Objectives:

A. An introduction to the Oriental inheritance
B. The impact of geography, demography and philosophy on cultural development
C. Comparison of Eastern and Western cultural development in several aspects
D. Relation of China to political development through reform and revolution
E. The importance of Chinese Communism in the political development of the "Third World"

General Behavioral Objectives:

A. Appreciating the values of other cultures
B. Understanding the relationship of reform to revolution
C. Relating the resolution of national problems to the resolution of world problems
D. Criticizing propaganda and specific problems and investigating accurately

Special Skills and Methods:

A. Reading
B. Making critical evaluations
C. Developing written and verbal communication
D. Home study assignments
E. Required note-taking
F. Open book exams, bi-weekly quiz
G. Discussions and debates
H. Using original documents
I. Understanding and diagramming criticial relations

Major Content and Subject Matter: Analyzing the oldest culture in the world; the philosophies of the East; western influence on Chinese political development; Sun Yat Sen and democracy in China; Mao and the rise of Communism; American relations. Geography and resources of China

Short List of Materials: textbook, media information, special research assignments, Yale Art Gallery materials, available motion pictures

Note: The Japan, Korea and China units were developed through a special grant made possible by Yale University's department of Asian Studies

Teacher: Joseph Hersant

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V. Course Topic: The Soveit Union
General Educational Objectives:
A. To Become acquainted with the principal peoples and cultures of the U.S.S.R.
B. To study the principal periods of Soviet history since 1917.
C. To understand the role of the U.S.S.R. in world affairs
D. To examine the principal similarities and differences between the U.S.S.R. and U.S.A.
General Behavioral Objectives:
A. Encourage students to communicate clearly and to relate to one another openly.
B. Encourage among students respect for the opinions of each other.
C. To understand important issues in Soviet affairs and some of the different opinions regarding these issues.
Special Skills and Methods:
A. Ability to read and comprehend documents and secondary sources
B. Establish ability of students of express their opinions clearly.
C. Ability to define one's own opinions and to respect those of others.
D. Writing skills
Major Content and Subject Matter: geography of The U.S.S.R. peoples and cultures of the U.S.S.R.; religions and the state; the Soviet government and the Communist party of the Soviet Union; Soviet foreign policy; principal domestic problems; American-Soviet relations.
Short List of Materials: Cambridge books on the U.S.S.R., maps and geographies of the U.S.S.R. selected books and pamphlets of Communism, appropriate audio-visual materials.
Teacher: John R. Chernovetz

VI. Course Topic: The Soviet Union
General Educational Objectives:
A. To understand the mentality and behavior of the' "Soviet man"
B. To understand the relationship between the U.S.S.R. and the non-Communist world.
C. To understand the relationship between the U.S.S.R. and its European satellites and between the U.S.S.R. and the Communist states of Asia.
D. To study the leading nationalities, religions and cultures of the U.S.S.R.
General Behavioral Objectives:
A. Encourage cooperation between students in study and in discussion
B. To understand various aspects of several of the more important issues in the U.S.S.R.
C. Encourage accuracy in speech and in writing.
Special Skills and Methods:
A. How to pronouce Russian names of persons & places
B. Map-reading and understanding of the principles of geography.
C. Understanding what the more important Russian place names mean in English
Major Content and Subject Matter: The geography and history of the Soviet Union The structure of Soviet government. The influence of Communism in Soviet government and culture. The Soviet Union in world perspective. Problems and prospects in Soviet-American relations.
Short List of Materials: Maps, NY Times filmstrips; collection of magazine articles from Life, Look, and Newsweek, and the N.Y. Times; appropriate text books and pamphlets; illustrated books on the Soviet Union.

Note: The above examples illustrate how the same unit my be developed and taught by two teachers in different high schools.

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VII. Course Topic: Modern Europe

General Educational Objectives:

A. To foster an understanding of and appreciation for nationalism as a force in modern European history.
B. To understand efforts to promote international cooperation among European countries and the difficulties in promoting it.
C. To understand the principal themes and periods of modern European history.
D. To become well acquainted with several of the many important European nations.
E. To understand the close relationship between the U.S.A. and Europe, past and present.

General Behavioral Objectives:

A. To make students aware of the world around them.
B. To encourage accuracy in oral and written expression.
C. To develop cooperation and understanding among students.

Special Skills and Methods:

A. Reading.
B. Map reading and construction.
C. Memorization of very important facts and of the location of important places.
D. Use of puzzles and games to stimulate student interest.

Contents and Subject Matter of the Course: The unification of Germany and Italy; Bismarck, Cavour, and Garibaldi; general development of Europe in the later 19th century; the causes and consequences of World War One; the 14 points and the Versailles treaty; the Twenty Years Truce, Weimar Germany, how the Nazis seized power and how they abused it, the causes and consequences of World War Two, Post-War Europe.

A Short List of Materials: AEP pamphlets on Eastern Europe, Western Europe, and Nazi Germany. Dittoes especially prepared by the teacher concerning the causes of World War One, the 14 points and the Versailles Treaty.
Films; the Rise of Adolf Hitler, Czechoslovakia: A nation in chains.

Teacher: Ernest Adinolfi

VIII. Course Topic: Eastern Europe

General Educational Objectives:

A. Eastern Europe defined as the zone of small nations between the Germans and the Russians.
B. To comprehend the great ethnic linguistic and religious diversity of Eastern Europe and some of the consequences of this diversity past and present.
C. To study in some detail several of the more important nations in Eastern Europe with regard to history, politics, culture and religion.
D. To understand how Eastern Europe has been the arena of conflicts between larger outside powers. In general, to understand Eastern Europe in European perspective.

General Behavioral Objectives:

A. To maintain classroom discipline without stifling the individuality of students.
B. Emphasize the punctual and complete fulfillment of assignments.
C. To encourage open discussion and topics pertinent to the course.
D. To encourage or arouse in students "the joy of learning"

Special Skills and Methods:

A. Penmanship skills
B. Ability to write clearly

C. Reading skills, developed in part by students individually reading aloud to the group.
D. How to read and understand maps.
E. Memorization of the locations of important places and of the dates of a few very important events.

Major Content and Subject Matter: General survey of the geography of Eastern Europe; a general survey of the peoples of Eastern Europe including important differences in politics, religion and culture; Concentration on two of the more important nations in Eastern Europe in order to understand their past and present status in some detail; discussion of the relationship of the United States to Eastern Europe past and present; this discussion will include the contribution of immigrants from Eastern Europe to the making of the United States.

Short List of Materials: Textbook; biographies or autobiographies in translation; wall maps and mimeographed map handouts; some book, magazines and newspapers from East European countries to stimulate interest and discussion.

Teacher: Henry Brajkovic

IX. Course Topic: The Middle East

General Educational Objectives:

A. To understand the principal peoples and cultures of the Middle East
B. To understand the importance of the Middle East in world politics and in the world economy.
C. To understand the general political developments of the Middle East since World War One.
D. To understand the nature and origins of the Arab-Israeli conflict and to be familiar with some of the different interpretations of that conflict.

General Behavioral Objectives:

A. To maintain an atmosphere conducive to learning.
B. To try to promote "the joy of learning".
C. To encourage the punctual and complete fulfillment of assignments.
D. To encourage students to speak their own mind clearly on issues or topics pertinent to the course.
E. To understand and appreciate different points of view on certain important issues.

Special Skills and Methods:

A. Distinguishing between fact and opinion.
B. Improvement of reading skills.
C. Learning how to use and understand maps.
D. Improvement of writing skills, including grammar, penmanship and spelling.

Major Content and Subject Matter: General survey of the geography of the Middle East; a short survey of the principal civilizations of the ancient Middle East; a short survey of the development of the Middle East since 1917; a survey of the political development of the Middle East since 1917; a survey of contemporary issues and problems in the Middle East.

Short List of Materials: Textbooks; selections from autobiographies or speeches by important twentieth century political figures; filmstrips; filmstrips,postcards; popular magazine articles, espcially those with illustrations; books or postcards illustrating the arts and architecure of the Middle East past and present.

Teacher: Henry Brajkovic

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Eleventh Grade

The 11th Grade program in American History was the first curriculum area undertaken by the Yale-New Haven History Education Project, and in each school it offers students the widest number of elective choices about special topics in American History. The learning problems of students are especially crucial in the 11th Grade and require more special attention than would have been possible under the traditional year - long survey course. The focus on special topics in American History each quarter allows equal concentration on skill development as outlined above. As the sample outlines below indicate, some of the unit topics deal with familiar periods of our nation's past, while others explore specific themes and problems illustrating the overall chronology of American development. The range of elective topics and their exploration in depth allow teachers and students to pursue issues of most immediate interest. The elective system involves students actively in the process of making decisions, considering alternatives and facing consequent responsibilities more directly and vividly than required year - long surveys permit.

The sample outlines for American History units are more numerous than for the 9th and 10th Grade programs. Some included below are on the same course topic, but they serve to show how different teachers using the same subject matter approach an issue of common concern. Since 1970, over thirty high school teachers in New Haven have developed over one hundred mini-units in American History, so that every 11th Grade student in each of the three schools has a choice of four or five each marking quarter or a total of sixteen to twenty during the year. Thus, as above, these outlines represent only a sample.

Sample Outlines

I. Course Topic: The United States Constitution:
General Educational Objectives:

A. To read and become familiar with the Constitution
B. To realize the Constitution as the source of our political inheritance
C. To observe how the Constitution functions in the federal system
D. To help students develop political values
E. To develop political insights by considering the philosophies behind constitutionalism
F. To develop political maturity about the relation of society and government

General Behavioral Objectives:

A. To develop political confidence, appreciation and objectiveness by examining Constitutional ideas and myths
B. To investigate and criticize misinformation about the Constitution
C. To appreciate personal rights, their limits and the needs of security
D. To realize the relation between social order and political functions

Special Skills and Methods:

A. Reading
B. Evaluation
C. Written and verbal communication
D. Home study assignments
E. Required note-taking
F. Open book exams, bi-weekly quiz
G. Classroom discussions and debates
H. Understanding schematic relations
I. Research and use of original documents

Major Content and Subject Matter:

The Constitution and its unique position in political development; government structure; economic and socio-political change in relation to the Constitution; political power; political freedom; justice; political change; bureaucracy

Short List of Materials: colonial charters; Declaration of Independence; the Federalist Papers; the Constitution; examples of Constitutional limitations, problems, failures, and successes; schematics of government organization

Teacher: Joseph G. Hersant

II. Course Topic: The United States Constitution:

General Educational Objectives:

A. To acquaint students with the original documents of U.S. history
B. Familiarity with Constitutional framework and principles
C. Understanding relation of Constitution to contemporary problems, as a "living document".
D. To understand the sometimes conflicting roles of the three branches of government
E. To discuss changing interpretations of the Constitution, particularly the Bill of Rights

General Behavioral Objectives:

A. Develop critical thinking for historical analysis, using primary sources and testing hypotheses
B. To develop cognitive and affective skills useful for studying history
C. To appreciate social realtions necessary to better citizenship

Special Skills and Methods:

A. Reading: primary and secondary sources; charts
B. Writing: essays, clarity, conciseness, pertinence
C. ThinkingL inquiry and induction
D. Positive social behavior in class
E. Role-playing, involvement in class activities, appreciating others' viewpoints, empathy
F. Observing and listening effectively: to others, teacher and audio-visual materials

Major Content and Subject Matter:

The Revolution, Independence, Confederation and Federal Convention; Freedom and rights; basic principles; the three branches; lawmaking process; checks and balances on Congress and the executive; judicial review; state governments; change the Bill of Rights; historical development of later amendments and reviews of changing interpretations

Short List of Materials: The Declaration of Independence and Constitution; Constitution: Framework for the U.S. Government; folder of Constitutional material. Filmstrips:

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11. Course Topic: The United States Constitution:

Short List of Materials

Filmstrips: "Road to War," "American Revolution," "Rights and the Law", Films: "Boston Massacre", "Feiner Case", "Mary McDowell," "Prudence Crandall".

Teachers: Ernest Adinolfi, Michael Burgess, Linda Churney, Peter Herndon, Lula White.

III. Course Topic: The United States Constitution
General Educational Objectives:
A. Understanding the significance of the Constitution and its origins
B. Understanding the Constitution as a "living document"
C. Appreciating problems of personal liberty and social responsibility
General Behavioral Objectives:
A. Understanding concepts of federalism
B. Understanding and explaining basic structure of government
C. Understanding selected judicial decisions in relation to personal liberty
Special Skills:
A. Cause and effect relationships
B. Using primary and secondary sources
C. Understanding and distinguishing fact and opinion
Major Content and Subject Matter: The Federal Convention; Federal System; Separation of Powers; amending the Constitution; significant decisions of the Supreme Court
Short List of Materials: Annotated edition of the Constitution; Leading Cases of the Constitution; Gilbert's law summary on Constitutional Law; Congressional Record
Teachers: Thomas Ragozzino and Richard Cody

IV: Course Topic: History of Connecticut
General Educational Objectives:
A. Understand background of Connecticut settlement
B. Learn the influence of early leaders on the colony and state
C. Understand growth and changes in the state
D. Understand state's contributions to the nation
E. Realize problems of the state today
General Behavioral Objectives:
A. Develop an interest in Connecticut's heritage
B. To take an interest in local affairs, government, education and state issues
Special Skills and Methods:
A. Using primary and secondary sources
B. Appreciating fact and opinion
C. Organizing materials for research and papers
D. Reading and vocabulary
E. Geography
Major Content and Subject Matter: Reasons for settlement; background of early settlers and leaders; growth and change through industrialism and immigration; contributions in Revolution, Civil War, World Wars; Connecticut's resources, business and industry; Connecticut's role in the nation today
Short List of Materials: Van Dusen, Connecticut; newspaper; magazine articles on elections and local issues; Pequot Press titles of state history
Teacher: Linda Churney

V Course Topic: Connecticut History
General Educational Objectives
A. Developing interest and pride in state
B. Understanding state's role in education, inventions and manufacturing
C. Appreciating Connecticut's role in the nation, past and present
D. Connecticut's role in the development of representative government
General Behavioral Objectives:
A. Preparing for Bicentennial
B. Learning terms and concepts
C. Evaluating concepts and ideas in context of time and place
D. Understanding topography and its effect on areas
E. Taking responsibility for reading and limited research
Special Skills and Methods:
A. Panels

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Special Skills and Methods:

B. Role - playing
C. Map reading
D. Debates
E. Paraphrasing
F. Using documents and examples
G. Interpreting primary sources
H. Using primary and secondary sources
I. Causes and effects

Major Content and Subject Matter: Dutch discovery of Connecticut; geography; Indians; first settlements and New Haven; early government; charter; revolution blacks; Confederation and Constitution; state constitution of 1818; slavery and the Civil War; Industry, inventions and manufacturing; immigration and ethnic groups; cities and towns; redevelopment of Connecticut today

Short List of Materials: Van Dusen, Connecticut: Otherwise, Three Centuries of New Haven; Pequot Press Bicentennial series; Connecticut Today; Sellers, Connecticut Town Origins; slides on redevelopment; materials from Chamber of Commerce and New Haven Public Library

Teacher: Solomon Govrin

VI. Course Topic: Minorities - (Ethnic Studies)

General Educational Objectives:

A. To explore the multiplicity of American society
B. To appreciate the variety of minority groups
C. To explore what is "American" about America
D. To show the dependence of minority groups on each other

General Behavioral Objectives:

A. To develop critical thinking
B. To develop research methods, intensively and extensively
C. To motivate students to appreciate cultures other than their own

Special Skills and Methods:

A. Reading and writing
B. Taking notes
C. Using multi-media materials
D. Understanding charts and assigned materials

Major Content and Subject Matter: Contributions of minority cultures to American culture; the pluralism of Americanism; Italians; Irish; Jewish; Puerto Ricans

Short List of Materials: Wesley, Minorities in the New World; Glazer and Moynihan, Beyond the Melting Pot; Handlin, Immigration; Segal, Racial and Ethnic Relations

Teacher: Alvin Collins

VII. Course Topic: Women In American History

General Educational Objectives:

A. Understanding and correcting misconceptions, myths and problems facing women
B. Analyze problems of discrimination
C. Investigating media treatment of women
D. Developing critical inquiry
E. Exploring personal and social bias
F. Making rational, defensible value judgements

General Behavioral Objectives:

A. Realize different treatment of women in society and history
B. Appreciate freedom of women to pursue educational careers and learning experiences of their own choice
C. Evaluating women's participation in society and history
D. Developing a social conscience for better social relations

Special Skills and Methods:

A. Critical thinking: using primary and secondary sources, seeing different views
B. Effective communication; debates, outside speakers interviewed, research papers
C. Understanding laws in our society; exploring legal problems and legal solutions

Major Content and Subject Matter: Cultural roles and myths; social attitudes and effects; education and employment; the right to education; employment practices and

discrimination; unequal pay; double standards; women and the law; law and socio-cultural concepts; historical contributions of women; reformers and suffragettes; women and history

Short List of Materials: Student surveys, slides, movies, questionaires, charts, newspapers, magazines, guest speakers, pictures, cartoons, diaries, plays, small group discussions

Teacher: Joan Rapczynski and Florence Zywocinski

VIII. Course Topic: Women in American History

General Educational Objectives:

A. To appreciate women's contributions to America
B. To appreciate legal, political, economic and educational obstacles in woman's role in American history

General Behavioral Objectives:

A. To understand woman's status
B. To appreciate effects of changing status

Special Skills and Methods:

A. Distinguishing fact from opinion
B. Distinguishing primary and secondary sources
C. Observation of audio-visual material
D. Understanding points of view
E. Interviews and role play
F. Analyzing media treatment of women
G. Discussion
H. Interviewing guest speakers
I. Research projects

Major Content and Subject Matter: Women and marriage; women and family life; women's suffrage; women and education; women and work; women and politics

Short List of Materials: Scott, Women in American Life; Scott, The American Woman; Up from the Pedestal; O'Neil, A Century of Struggle; films on Prudence Crandall, Harriet Tubman, Mary McDowell; news clippings, magazine articles, folder of source materials

Teacher: Lula White

IX. Course Topic: Afro-American History I and II (double course)

General Educational Objectives:

A. Student awareness of Afro-American culture
B. Understanding variety of Afro-Americans politically, socially and educationally
C. Appreciating Afro-American contributions to American society

General Behavioral Objectives:

A. Respect and expand Afro-American-American culture
B. The rights and responsibilities of Afro-Americans as American citizens
C. Developing personal pride in the achievements of Afro-Americans

Special Skills and Methods:

A. Critical thinking
B. Research skills and making reports
C. Listening and perception
D. Using media for continued information

Major Content and Subject Matter: This 20 week course explores the social and political history of Afro-Americans. It examines the many crises and successes experienced by Afro-Americans in the United States in a chronological manner.

Short List of Materials: Logan and Cohen, The American Negro; Marsbach, The Negro in American Life; Katz, Eyewitness: The Negro in American History

Teacher: Alvin Collins

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X. Course Topic: Cities in American History

General Educational Objectives:

A. What is a city ?
B. Realize importance of cities in American History
C. Understanding origins of early American cities
D. Understanding geographical influence on cities
E. Understanding growth and change of American cities
F. Analyzing the structure and costs of city governments
G. Appreciating urban crises and problems today

General Behavioral Objectives:

A. To become interested in the future of cities
B. To develop an appreciation of geography and place
C. To be familiar with [illegible] used about cities
D. To use media for continued information about cities
E. To learn about city leaders and officials

Special Skills and Methods:

A. Concepts and terms
B. Evaluating comparative data
C. Identifying issues, problems and solutions
D. Understanding complexity and interdependence

Major Content and Subject Matter: Defining a city; influence of geography; city life; immigrants, work, education; social problems; urban ecology; city government; future of the city.

Short List of Materials: Ryan, Blaming the Victim; Cahill and Cooper, Urban Reader; Leinwald, Poverty and the Poor; Mayerson, Two Blocks Apart; Harrington, The Other America; AEP and New York Times pamphlets; filmstrips; fieldstrips

Teacher: Linda Churney

XI. Course Topic: Law and the Individual in America

General Educational Objectives:

A. Understanding changes in law since the Constitution
B. Understanding crimes and criminal procedure
C. Changing definitions of crimes
D. Criminal appeals and their importance

General Behavioral Objectives:

A. Exploring basic structure of criminal law
B. Understanding different types and degrees of crimes
C. Understanding the judicial system in relation to criminal procedures

Special Skills and Methods:

A. Writing proof essays
B. Facts and opinion
C. Causes and effects
D. Critical inquiry
E. Mock trials, case studies, role plays, debates, investigations crime; criminal law and the courts

Short List of Materials: Leading Cases of the Constitution; The American System; The Judicial System; handouts, readings, charts, excerpted cases

Teachers: Thomas Ragozzino and Richard Cody

XII. Course Topic: American Foreign Policy since 1898

General Educational Objectives:

A. The significance of America's international responsibilities
B. The necessity of international co-operation
C. Understanding major world conflicts
D. Nationalism and Internationalism

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General Behavioral Objectives:
- A. Understanding causes of war and neutrality
- B. Understanding isolationism and internationalism
- C. Comparing League of Nations and United Nations
- D. Origins of the cold war
- E. Significance of the "Third World" in international relations

Special Skills and Methods:
- A. Heavy emphasis on reading and comprehension
- B. Intense development of research skills for projects and reports

Major Content and Subject Matter: America and the world, 1898-1914; World War I and II; The cold war; the Third World

Short List of Materials; Kowislar, Discovering America; Link, The Cold War; Time-Life books; New Haven Register clippings, 1938-1946; folder of special materials

Teachers: Thomas Ragozzino and Richard Cody

XIII. Course Topic: The Harlem Renaissance

General Educational Objectives:
- A. Understanding development and "explosion" of black culture in cities during the 1920's
- B. Understanding nationalistic and integrationist themes in black politics

General Behavioral Objectives:
- A. Developing pride in creative achievements of blacks in cultural history

Special Skills and Methods:
- A. Oral reading of poetry and short stories; use of tapes
- B. Observing visual material, filmstrips, on black and white art in the 1920's
- C. Research on important black political and artistic figures
- D. Creative writing, poems and plays by students

Major Content and Subject Matter: Black migration to cities; Jim Crow, north and south; Garveyism; NAACP and integration; black pride, then and now; black-white relations; black artistic contributions

Short List of Materials: poetry and short stories of Langston Hughes, J.W. Johnson, C. MacKay, A. Bontemps; excerpts from The Crisis, Opportunity, and black newspapers; autobiographies; writings of Garvey; records and tapes of Bessie Smith, Louis Armstrong, Duke Ellington; interviews with adults from the 1920's

Teacher: Lula White

XIV. Course Topic: Hard Times: The Study of the Depression

General Educational Objectives:
- A. Appreciating the human side of the Depression
- B. Understanding the philosophic and economic changes of the period
- C. Appreciating the changing role of government and private citizens

General Behavioral Objectives:
- A. Understanding wide-scale poverty of blacks and whites
- B. Realizing the role of crisis in historical change
- C. Analyzing the highs and lows of the American "dream"

Special Skills and Methods:
- A. Using primary sources
- B. Independent research from articles on the Depression
- C. Using interview techniques with people in the community
- D. Observing and making deductions from records, films and photographs
- E. Making analogies between the 1930's and 1970's
- F. Distinguishing fact and opinion

Major Content and Subject Matter: Depression, stock market, work relief, welfare, migrations, sharecropping, government regulation of business, government projects, hoboes, trade unions, dissent, radicalism, left and right, New Deal philosophies the causes of depressions

Short List of Materials: Terkel, Hard Times; Shannon, Great Depression; Guthrie, Bound for Glory; Age and Evans, Let Us Now Praise Famous Men; Allen, Since Yesterday;

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Short List of Materials: "Grapes of Wrath" and book
Teacher: Lula White

XV. Course Topic: Great crimes and trials in American history
General Educational Objectives:
A. To illustrate significant themes in American history
B. To show changes over time in such themes
C. To indicate how crimes and trials in crisis affect acts and attitudes
General Behavioral Objectives:
A. To learn courtroom procedures
B. To be aware of issues and controversies in concrete cases
C. To realize the elements of crises
D. To understand the details of close arguing
Special Skills and Methods:
A. Observing
B. Fact and Opinion
C. Writing proof essays, pro and con
D. Learning roles of witnesses, officials, defendants
E. Paraphrasing
F. Re-enacting trials and procedures; use of videotape players
G. Decision-making as jurors and judges
Major Content and Subject Matter: Salem witches, Anne Hutchinson, Boston Massacre, Nat Turner, Mary Eugenia Surratt, Andrew Johnson, Susan B. Anthony, Sacco and Vanzetti, Scopes, Scottsboro, Rosenbergs, Al Capone
Short List of Materials: biographies, trial transcripts, excerpts of legal arguments, parallel case studies, oral arguments, folder of student roles, background readings
Teacher: Lula White

I. PRETESTS PREPARED BY TEACHERS

Purposes: To learn what skills and abilities students do or do not bring to class.
To familiarize students with testing procedures.
To ascertain the students basic information about a course.
To survey students interests
To explore the students abilities in vocabulary, sentence-comprehension, paragraph comprehension, fitting facts with concepts

Teacher preparation:
Check with reading counsellors and others for help in accurate testing.
Make sure you know what you want to find out and that your test achieves the goals.
Number the questions. Put instructions in BLOCK Letters. Be clear. Use simple language in directions. Allow enough space on page, to avoid overcrowding
Do not be afraid of injecting some humor in the questions and answers.
Begin with simple questions and leave harder ones for later.
Have two or more questions on each skill or ability being tested.
Be varied and comprehensive, but leave enough time for before-and-after briefings.
Allow for some questions which elicit opinions and interests.
It is best to pre-test basic information separately from skills and abilities.

In-class:
Allow enough time before and after test.
Be honest with the students what you're doing and why.
Assure them that there are no trick questions or grades involved, no "right/wrong" answers.
If necessary, read the questions aloud at first or as you go along.
Alert the students that you may consult with them later on, and that there may be a similar test at the end of the course.

Skills:
Reading and comprehension; writing
Ranking, listing, outlining
Using proof, examples, illustrations
Analogies, comparisons, contrasts
Paraphrase
Conceptualization
Assessing choices, options and alternatives

Methods: Questions can be composed in the following ways: true/false; fill-in blanks; multiple choices for one answer or for ranking; matching double lists; re-arrange lists; paraphrase; identifying information in a paragraph; underlining; circling answers; ranking information or ideas along a spectrum; dividing comparisons and contrasts; filling in an outline.

In the early questions, it seems wise to provide the answers in a list which the students can underline, circle or draw a matching line; later questions might have blanks for the students to put in their own answers. Make sure they take their time and do their best. Be sure to check up later during the course so that you do not pre-judge students solely on the basis of the test. Allow for revising your unit outline to develop and refine what the students do well and to work on those skills which need further help.

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II. VOCABULARY BUILDING

This is an essential and continuing task of the teacher in high school Social Studies courses. It should be co-ordinated with pre-testing, testing and assignments of reading and writing. Although teacher may not have the means or the responsibility for developing students total vocabulary reservoir, there is a clear responsibility to develop vocabulary related to the processes of inquiry and special terms related to Social Studies or historical topics.

Students should, of course, be encouraged to have a pocket dictionary, if at all possible, and teachers should have a methods to find words rapidly. Whenever necessary terms, names and concepts arise in class, they should be written out clearly on the board. Teachers might also make out lists of terms, concepts and their definitions on hand-out sheets for general reference throughout the course. The same applies to important dates and the chronological sequence of events arising on general and special topics.

Such lists can be the basis for traditional drills, memorization and periodic quizzes. Experience indicates, however, that such methods are not always sufficient to elicit the students enthusiastic understanding basic vocabulary, terms and definitions. Other methods are available to provide interesting and progressively demanding exercises using basic historical vocabulary.

A variation on the basic list of words with definitions is to scramble the list of definitions and have the students make the proper matches by drawing lines or numbering the definitions appropriately. It is usually wise to begin such lists with the simplest words and end up with the harder ones. Thus, in a matching exercise the student can proceed not only by basic comprehension but also by a process of elimination. Another variation is to list the words with following blanks and have the students fill-in the blanks from the definitions at the bottom of the page either by writing later on. In these exercises one can, of course, list the definitions first term or second. They might be done in class at first aloud or as silent exercises or then perhaps as home-work assignments later on. It seems wise that matching exercises should ordinarly proceed fill-in-blank exercises.

Another variation of the word-definition list is the cross-word puzzle. Teachers need not compose the large symmetrical ones in newspapers, and perhaps the puzzle might be limited to ten terms (five horizontal, five vertical). There need not be the careful overlap and intersections of most puzzles; infact, for clarity's sake, it may be best to have the inersections limited, least the students become too confused. As above, puzzles early in the course might also include a separate listing of the words to be filled in, and then, later on, omit them and rely on memory. This varation is reversible; that is, a filled-in puzzle can be given out, and the task is to put the definitions in proper order on the side. Be sure to make the squares large enough for easy comprehensions. For variety and chronology, the puzzle format can also be used can also be used with the dates (years) of important events, in which the squares large enough for easy comprehension. For variety and chronology, the puzzle format can also be used with the dates (years) of important events, in which the squares are in groups of four (of course), and the fill-ins are numbers rather than words.

Another variation is the word-maze of related terms. The students are given a 10x10 or 20x20 grid in which all the sections are filled in with letters; the teacher has "hidden" or included the names of places or people, for example, and the students have to circle them from among the mass of other letters. The terms to be found may be arranged horizontally, vertically or diagonally, but it is probably best early in the course to avoid words spelled backwards, upside-down or on unfamiliar diagonals; those can come later after a left-right, top-bottom sequence has been established.

More sophisticated versions can include rebuses, acrostics, double-crostics and anagrams for either regular drill or periodic testing. KLUC DOOG!

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These methods are rather recent developments in education. But the underlying principles of simulations and games date back as far as Pythagoras, Zeno and Democritus. The influence of Plato, Aristotle and others has dominated teaching for centuries and decreed that education must deal only in the accumulation of "facts" and idealistic abstractions. Pascal, William James and C.S. Pierce, however, realized that most human experience and most mental endeavors do not fall nearly into facts and ideals but in the ambiguities of chance, risk and indeterminism. In this century, especially Wald, Borel, Morgenstern and von Neumann, the developer of the modern computer, developed to a high level the philosophical, logical and mathematical elements of games, risks, gambles, chances and probability. The theory of games and risks lies at the heart of modern analysis of macro and micro-economic systems and problems. It is essential to computer programming, systems analysis and quality control. Its theories and procedures have strongly influenced linguistics and transformational grammar. It is an essential ingredient of modern psychology and transactional analysis. A short, comprehensible study of the theory and its uses appears in Edna E. Kramer, The Nature and Growth of Modern Mathematics, chapters 10-14.

Simulations and games offer challenges and opportunities. These devices provide a short, vivid, intensive exercise in such necessary skills as: analyzing problems and their significant components; relating procedures to decision-making; calculating essential options; planning maximum and minimum strategies; understanding the realistic risks in situations of chance and uncertainty; realizing the value of logic and irrational acts; appreciating the ways individuals interact; estimating values of validity, utility and probability in every-day observation and decision-making. Like any teaching methods, they can be over-done or done poorly, but they are not simply frivolous entertainment and therefore invalid. Indeed, in discussing wars, elections, strikes, treaties, trials, legislation and catastrophic events in history it is probably more valid to try using simulations, role-plays and games so that students can appreciate the risks and irrational elements rather than to give a lecture leaving the erroneous impression that such events were orderly, rational and objective.

Simulations, role-playing and games are most suitable for historical inquiries about issues involving decision-making and competition. They can be highly improvisational or, especially in early stages of a course, close recitations of assigned material. They do not have to be mini-psycho-dramas. They can be used for even routine assignments. For example, instead of assigning reading for a written essay, the teacher can ask the students to compose letters, advertisements and other non-essay forms based on the information and opinions in the reading assignment. Class discussions take on vividness if students take on such roles as cabinet members and president, king and council, emperor and advisors, or judge and jury. Examples using the format of panel discussions and mock trials are given below. Other examples include a Congressional hearing with expert witnesses for the purpose of drafting legislation on some historical or modern problem. Similarly, the students can be divided up into teams of reporters interviewing important figures representing various sides of an issue for the purpose of writing news stories, editorials or "white papers." Another decision-making simulation turns the class into a court considering bail bonds for various arrested suspects, examining the defendants past records, recent conduct, potential harm and the amounts of bail. The basic ingedients in these group decision-making simulations include: giving individuals or small groups of students specific roles and background information on briefing sheets; talking through the subtleties and specifics by way of preparation; spelling out the general purpose of the simulation; analyzing before, during and after the simulation the complexities of the decision-making process; encouraging students to elaborate imaginatively on the given material; keeping the discussion on track; synthesizing and reinforcing the major elements of the simulation by drafting a group, individual, or other reports.

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In addition to briefing sheets for the purposes of taking notes, listing options, noting reasons pro and con, recording opinions and evidence. These sheets can serve as an outline for a more formal oral or written summary of the simulated experience.

Competitive games differ from decision-making simulations in being more structured, in having separate rounds or stages, in having points or numerical values at stake each round, and in including elements of trading, risk and chance at various stages. Background sheets for the members of each team, decision-making sheets, and a follow-up assignment are needed. A practice round is also advisable, and unlike the more or less continuous give-and-take of a decision-making simulation, the game method allows more chances for review and discussion between rounds. Naturally, such games are most suited for historical topics in which money, votes or other quantifiable elements are involved, but they can also be used in situations where options can be ranked and given arbitrary positive and negative values. Some games involve the stock market in courses on the 1920's and 1930's; strike negotiations in the 1890's; political conventions and elections; calculation of profits and losses for developing railroads steamship companies,during the industrial revolution; commercial risks and gains the English Navigation Acts in colonial history; estimating strategy and tactics for military events like Waterloo, Pearl Harbor, Hiroshima, Viet Nams; approximating options and policies in games like "Pollution" and "Ghetto". In a game teams can make decisions to gain points on each round. There should also be elements for losing points, for making trades with other teams and, as in games based on "Monopoly" sudden catastrophes and benefits which vary the calculations in different rounds. The range of options available to each team in each round should include optimum positive and negative elements as well as compromise or fall-back tactics. Time should be allowed between rounds for teams to consult on their next moves or for review discussion. The teacher, of course, has to figure out in advance the values for options and penalties for each team for each round as well as the most probable outcomes of the game. It is highly desirable that historical information be given before and after the game so that the students experience can be compared with what actually happened. The teacher must also calculate the time involved very carefully; two or three classes seem preferable. The directions given to each team and to the class as a whole should be in writing and should be discussed out loud during a practice round. Though many of the best simulation games are expensive and copyrighted teachers should be familiar with them and be able to adapt variations. Some games like charades, twenty questions and the like can also be used for historical purposes. Sound-and-light shows like that described below can be used to illustrate various periods or events in history. Similar class or small-group projects can be used for composing a magazine like Time or Newsweek for some period in history; documentary reviews like the evening news or "The Great American Dream Machine" can also be used to provide research assignments for individuals or small groups on the popular culture, innovations, styles and important events of historic periods in various countries.

These games and simulations usually require more work and ingenuity from teachers and students then routine assignments, discussions and reports. As noted above, they can be over-used and abused like any other teaching method. In general it seems preferable to use them with careful attention to appropriateness, concrete skill development, careful co-ordination of materials and procedures, and sound educational objectives that are clear to the students.

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IV. Panel Discussions/Debates

Discuss a specific issue where there are several points of view.

1. Presentations by each panel member, class takes notes and jots down questions. (timed)
2. Panel Members respond to other panelists.
3. Panelists asked questions from class members after all have made presentations (with panel-debate omit this)

Setting up a panel:

1. Issue - several sides - point of view.
2. Individual experts, with a variety of views-or - Divide class into groups and have them either role play or present orally their point of view.
3. Moderator's role:
   1. keep on subject
   2. keep on time
   3. keep order
   4. keep things moving

The material must be researched by the teacher and students before hand.

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V. Mock Trial

Background: There are three important steps to go through before setting up a mock trial. While they may not be absolutely necessary, the quality of your trial will suffer without them. First, be sure that students are familiar with the vocabulary and terminology of the courtroom, and that may mean clearing up any misconceptions they have gleaned from Perry Mason. Second, it is best to have studied a trial in class, so that they are familiar with the procedures even before you begin. Thirdly, follow a strict procedure.

Setting it up:

1. Divide class into two groups, pro and con.
2. Decide roles with each group: witnesses, lawyers, etc.
   Each student should write own role card:name, age, residence, personality, involvement in case.
3. Give instructions to lawyers (Might have two for each side in case one is out the day of the trial).
   a. take notes on witnesses
   b. watch for discrepancies in testimonies
   c. try to lead, harass witness
   d. objections can be raised on the following
      -leading the witness
      -drawing conclusions (opinions) of witness
      -badgering witness
4. Courtroom procedure
   a. All assembled
   b. Bailiff introduces judge (all rise)
   c. Judge to bench - raps gavel - all sit
   d. Docket-clerk reads first case
   e. D.A. - Prosecutor reads indictment changes
   f. Defense plea
   g. Case begins with prosecution-opening remarks to jury for both sides
   h. D.A. calls witnesses - defense cross-examination
   i. Defense witness - prosecution cross-examination
   j. Summation of both sides to jury
   k. Judge charge to jury
   l. Jury decides verdict

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Vocabulary

arrest
capital crime
due process of law
misdemeanor
plaintiff
Prosecuting attorney (D.A.)(States Attorney)
judge
bailiff
objection (overruled-sustained)
charge
precedent
testimony
perjury
gallery
indictment
verdict
first offender
preventive detention
brief
contempt of court
felony
habeus corpus, writ of
warrant
jury
docket
irrelevant
bench
legal definition
self-incrimination (5th Amendement)
amicus curiae
appeal
cross-examination
double-jeoparday
conviction
bail (bond)

VI. Field Trips

The following points should be covered by a teacher before planning a field trip:

1. Your department head must be informed of your intentions well in advance, i.e. destination, transportation, number of students, time and date.
2. Your department head will advise you if chaperones are needed and even if chaperones are not needed, it is wise to have help.
3. The destination of your trip and time will determine
   a. whether a substitute is needed
   b. whether you need inform other teachers that students will be missing their class.
4. Each student in the trip must have a parental permission slip. This slip is extremely important for insurance purposes.
5. It is imperative that you contact a bus company whether city or private well in advance of your trip. The private company most used: Chieppo Bus Company.

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VII. Student Taught Classes

The purpose of a student-taught class is to give students the opportunity to play the role of the teacher and in the process become exposed to some of the problems that confront a teacher. Also preparing to teach is the best way to learn something.

This activity is by no means an easy one. The problems that the students encounter are vast.

1. Students must prepare materials thoroughly. This is not going to be just an oral report.
2. Students must present material in such a way as to bring out student response.
3. The students must utilize various aspects of visual aids, films, filmstrips, transparencies, tapes, etc.
4. All must be informed that they are being marked on participation.
5. The class must be disciplined so that the process can be initiated.
6. Material being discussed must be related to class material so other students have information that allows them to participate.
7. Materials for class discussion can be created by students by having each student write his own question on a 3x5 card.
8. Allow the student doing the teaching to be creative in the way he or she wishes to present the class.
9. It is recommended that the teacher have back-up information ready.

Objectives

1. To enable the student to realize the importance of organizing subject material.
2. To give the student a sense of self-respect.
3. To motivate student interest in materials presented.
4. To demonstrate the usefulness of group participation in the classroom.
5. To improve individual and group skills.
6. To enable students to utilize skills they have learned.
7. To teach students how to structure a presentation adhere to a time schedule.

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VIII. Visual and Audio Materials

Central to the inquiry method is use in the classroom of materials to provoke student thinking and questioning. Many teachers have found that visual and audio materials are most effective in promoting active student involvement in the learning process. Such materials include slides, movies, records and filmstrips with and without narratives. Commercially prepared audio - visual packages often are expensive, but in recent school years have acquired libraries of such materials. These packages may be used as a substitute for teacher - directed learning, but teachers have found that by stopping and interrupting the narrative of a film, record or filmstrip, they can retain a constructive teaching role, overcoming passive student response and maintaining a classroom dialogue. Slides are the least expensive and most flexible of visual materials. Using slides specially chosen for a particular class, the teacher maintains a focal role in classroom discussion and helps students to discover through visual materials questions and information important to the topic being studied. Rather than presenting students with a barrage of visual information, teachers select a few slides to be considered at length, helping students to articulate what particular subjects depicted represent. Subjects of slides used by teachers range from modern New Haven architecture to works of art which are objects of great historical interest.

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IX. Sound-Light Shows

An effective amateur sound-light production developed by a teacher or as a class project requires some knowledge of filmstrips, records, and photography. The "producer" of such a show should know how to operate a slide camera because slides serve as the basis for easily produced slide shows and also as an important component in many more elaborate "custom-made"projects. Illustrations from books and magazines can often tell a story as well as or better than slides. All one needs to project these illustrations on a screen is an opaque projector. These projectors are easy to operate and handle all types of printed matters, magazines and books.

Sound is a bit more of a problem. Music and other sounds can be obtained from commercially-produced or home-made recordings. Every school has at least several record players and tape recorders. Narration as well as music can either be "live" or on tape. It can either be spontaneous to elicit frequent student responses or be tightly structured to serve a formal program. Both sorts of narration may be employed in sound-light shows which combine formal and informal scenes.

Student-produced shows can be of high quality and interest. Usually such projects require careful and thorough planning and close supervision by the teacher.

Problems which may be encountered in producing sound-light shows include the following:

1. Acquiring expensive slides, records, tapes and other materials.
2. Skills and time for taking pictures; having slides made; script-writing assignment research and production tasks.
3. Arranging for the borrowing or rental of audio-visual equipment.
4. Doing the necessary research and acquiring the necessary pictures, speakers and information.

X. POINTS AND CONTRACTS

These devices do not replace the usual grading of the quality of a student's work. They are supplemental and may be useful in classes with very poor motivation or exceptional learning difficulties. In such classes grades alone might have a discouraging effect for students who might have the impression that they are going to get low grades anyway. Points and contracts emphasize not only active participation but offer the promise of extra credit and clarify what minimum performance is expected. How or to what degree these devices may affect grades positively or negatively is, of course, up to the teacher's discretion and subject to consultation with students.

Basically, the point system assigns a numerical value for the ordinary and special work of the class; attendance, participation in discussions, asking questions, promptness, reading assignments, oral reports, home work, independent projects, and most important, voluntary or assigned extra-credit options. the point values for each category of work depend on the teacher's discretion, estimation of priorities, and the learning abilities of the class. The points can be expressed in the form of mythical monetary units, for weekly or grand prizes. If absolutely necessary, the teacher can devise negative points, but it seems wise to include more positive than negative elements in this system. The teacher should include the point value for each assignment on hand-outs or announced assignments. A monthly list of basic values for all work in the course should be handed out and explained. Corrected papers, quizzes and tests should include how points have been gained as well as the grade for quality and others comments. The teacher should keep a running record of each student's point accumulation along with the quality grades. The teacher can make a public record of the scores, if competition seems more helpful than deleterious. As noted above, the rewards for accumulating a certian number of points might be a positive effect on the student's quality grade, exemption from some designated task, or similar variations. It is exceedingly important to allow points for extra work, especially voluntary projects, and for make-up work, lest the point system be a further discourageous. The basic emphasis here should be positive, to encourage students to do their best, to give credit for honest effort, and to allow students every opportunity to exceed expectations. Many classes may need no such supplemental point system, and without proper sensitivity it can do serious damage. The teacher must be thoroughly familiar with the students and carefully think through the whole procedure before using it with some classes or for certain students.

The contract system offers similar possibilities, but often is more clumsy and unproductive than useful. The essence of the contract system is for the teacher to devise three contracts: one for attendance, participation and classroom work; one for these classroom tasks plus homework assignments; and one for those two plus independent papers or projects. According to one strategy, students can choose which contract suits their abilities and motivation. The contract should specify what rewards, expectations and penalties are involved which bind both the teacher and the student. Experience has shown several difficulties with the contract system it is difficult therefore it can create invidious distinctions between students on different contracts. It is often a one-sided burden and therefore apparently unfair. Some students unwisely attempt to perform a contract beyond their abilities; many students settle for minimum contract below their real capabilities. Contracts should include extra-credit options to encourage additional quality and effort. Mechanisms for appeal are difficult since the teacher is judge and jury. Under special limited circumstances, the contract system might be a valuable lesson about mutual responsibilities, but it should be used only with extreme caution and sensitivity. In most cases, a point system with variations and modifications can achieve better results more expeditiously than the formal contract system permits.

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XI. USING STATISTICS

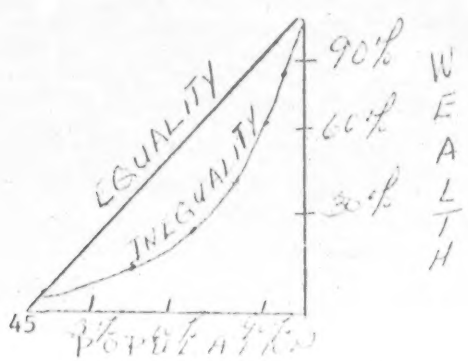
Purposes: To develop students numerical skills.
To relate quantitative information with qualitative opinion.
To use numbers as a means of developing comprehension, concepts and verbal skills.
To be aware of the fallacies, values and limits of statistics.
To refine the use of quantitative information in issues and problems.

Teacher Preparation: Teachers should be familiar with census reports, opinion polls, budgets, vital statistics (births, deaths, marriages) taxation, voting results, legislative roll calls, trade statistics and other information related to the topic being taught, and of course the basis of IQ's and reading "levels". For sources, check Historical Statistics of the United States; Cole and Deane, British Historical Statistics; Unesco annual reports; Southern Connecticut Regional Atlas; Thematic Atlas of Connecticut; studies like Fogel, Time on the Cross; guides like Janda, Data Processing; Dollar and Jensen, Historicans Guide to Statistics (which has a huge bibliography of statistical studies in world history). The cost of a hand calculator is usually tax-deductible. Read How to Lie with Statistics.

In Class: Use statistical handouts as you would for most other reading or discussion assignments. It is wise to limit lists of numbers to units of ten or five. Label such lists clearly. Use raw numbers to make up line graphs, bar graphs, pie graphs, time series, after showing a few samples of numbers and graphs together. Use raw numbers to compose verbal paraphrases. Use numbers to test qualitative hypotheses. Use numbers to deflate fallacies. Have student grapple with questions like: "Can complex problems and issues be clarified or reduced to numerical simplicity?" For most historical purposes, mathematical exercises should be limited to finding averages, percentages, figuring odds and risks.

Problems and Puzzles: What verbal generalizations can you use to describe the following mythical distribution of votes?
For - 40 % Against - 30 % No Vote - 30 %
How valid is a statement like: "Nine out of ten doctors recommend ..."?
How are opinion polls made? Is one home-room class a valid sample or a school ?
Can a group average validly describe an individual's average ?

Inequality : Inequality is a complex problem that arises in many topics. Historicans are often surprised to learn that there is a relatively simple statistical way of estimating the amount of inequality, described in Dollar and Jensen. Teachers should be familiar with the formula, and advanced students might be able to use it, too. It is used only for analyzing two variables (i.e., population and wealth, age and wealth, region and food resources, sex and voting, etc.) For purposes of simplicity, this statistic called the Gini Index measures the inequality in the proportional distribution of, say, wealth among proportional groups of, say, population. It is based on a simple graph distribution like:



The graph shows schematically the percentage of wealth possessed by different percentage groups of the population (W and P, respectively). The formula for the Gini Index of Inequality yields a decimal describing the area between the line of Equality and the line of Inequality, between a hypothetically exact equality of wealth per group and the actual unequal distribution. If the actual distribution were the same as the hypothetical equality, the area between the lines would be 0.000. If the top 1% of the population possessed all the wealth, the formula would yield the answer 1.000. The Gini Index is therefore a decimal ranging from 0.000 (perfect equality) to 1.000 (perfect inequality); if the decimal is too far above 0.500, you can safely conclude that there is a lot of equality between "what is" and "what should be". It is important to note that the formula requires the use of cumulative percentages of wealth and population, as described more fully below.

The formula is:

$$G = 1-2\ (Px\leqslant W) + \leqslant (PxW)$$

$\leqslant$ means "sum of". You can use population and wealth percentages in groups of ten, but the distribution given below may be easier, and it is recommended to make out such a table to aid your data-gathering and calculations. The example given is the distribution of taxable wealth among recorded taxpayers in Boston in 1771; some historican have said that there was gross economic in equality in Boston before the Revolution and led to violent unrest. The formula for the Gini Index offers a test of that idea; if true, the resulting decimal should be close to 0.900. or 1.000.

Population Group	Population Percent. (P)	Wealth % Posessed (W)	Sum of Wealth% ($\leqslant$W)	Px$\leqslant$W	PxW
Lower	.30	.079	.079	.0237	.0237
Middle	.30	.162	.241	.0723	.0487
Upper	.30	.328	.569	.1703	.0984
Top	.10	.431	1.000	.1000	.0431
	1.000	1.000		.3663	.2139

Substituting in the formula gives:

$G = 1-2\ (\ Px\leqslant W) + \leqslant (PxW)$
$G = 1-2\ (.3663) + (.2139)$
$G = 1-(.7326) + (.2139)$
$G = .2674 + .2139$
$G = .4813$

The result is all right but falls far short of being "gross economic inequality;" we may conclude therefore that gross economic inequality was not a factor in Boston before the Revolution to a large degree. For comparison and contrast, the Gini Index for inequality of wealth in the whole United States in 1860 was .820, and in 1962 it was .760. Practice the formula, find information which fits it, and perhaps with a little translation it can be used in class.

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Responsibilities of Participants in the H.E.P.

Responsibilities of participants in the History Education Project. In order to coordinate a successful program, co-operation is necessary from all persons concerned. Fulfillment of the following responsibilities should serve to insure an effective and productive.

All high school teachers in the H.E.P. will have the following responsibilities:

1. Submit to the Co-ordinator and chairman a curriculum packet for each unit taught for the curriculum file. This packet includes four copies of each ditto and a completed questionnaire.
2. Attend one formal monthly in-service session to discuss common problems with other teachers.
3. Attend each session led by a Yale professor in areas covered by your mini-courses.
4. Attend informal meetings with other teachers as needed during the school year.

Co-ordinator Responsibilities

Each Co-ordinator one per grade year will have the following responsibilities:

1. Ordering materials, e.g. books, films, filmstrips using special funds and keeping a record of spent and unspent monies. Also checking out books from Yale library for co-operating teachers.
2. Arranging monthly in-service meetings.
3. Scheduling visits by Yale professors to high schools.
4. Co-ordinating periodice Yale seminars including the distribution of questionnaires and outlines.
5. Keeping an updated file, including each unit taught at the high schools, and an inventory list of available materials. Each unit submitted to the co-ordinator will be distributed to other high schools.

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Co-ordinator Responsibilities

6. Membership on the H.E.P. Review Board which includes all Yale Co-ordinators.
7. Responsibility for on-going review and re-evaluation of H.E.P. politics and activities.

Responsibilities of Yale personnel in the H.E.P.

1. Assume the overall co-ordinaton of the program.
2. Make regular visits to the high schools to meet with teachers and to observe or talk to classes.
3. Assist in making Yale facilities available to high school history teachers and in obtaining library cards, stack passes, parking permits and other necessary papers.
4. Arrange for resource persons (usually professors and graduate students) to meet with high school history teachers and students at appropriate times and places.
5. Assist in all fund-raising activities for the History Education Project.
6. Serve on the H.E.P. Review Board which includes all High School Co-ordinators.

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Friday July 5 10:00 a.m., 211 HGS

Talk by Prof. William N. Parker, Dept. of Economics on "the teaching of economics in the high school." Questions and discussion will follow.

1:30 p.m 217A HGS

Mr. James Vivian, Dept. of History, talk, followed by discussion on "visual and other teachings aids: theory and practice."

Monday July 8 10:00 a.m., 211 HGS

Prof. Gaddis Smith, Dept. of history. Talk on "topics in contemporary American foreign policy" to be followed by questions and discussion.

Afternoon. Time for library study or consultation individually with staff members.

Tuesday July 9 10:00 a.m. Snack Bar Area of Sterling Library

Mrs. Sharon Nolte, "Pearl Harbor: Japanese and American Views," talk followed by discussion.

1:30 p.m, Snack Bar Area. Prof. Bruce Garver, Dept. of History. Talk on "topics in comparative European and American history" to be followed by questions and discussion.

Prof. Hugh Patrick, Dept. of Economics. Talk on "the modern Japanese economy" to be followed by questions and discussion.

Wednesday July 10 10:00 a.m., 211 HGS

Afternoon. Time for library study or consultation individually with staff members.

Thursday July 11 10:00 a.m. 211 HGS

Prof. Thomas I. Emerson, Law School. Talk on "the U.S. Constitution" to be followed by questions and discussion.

1:30 p.m. Snack Bar Area of Sterling Library

Discussion by all teachers on the preparation of the outline and objectives for the new mini-course on the U.S. Constitution.

Friday July 12 10:00 a.m., 217A HGS

Ms. Sally Majo, New Haven Colony Historical Society. Talk on "the Bi-Centennial Celebration" followed by a discussion of ways in which the Bi-Centennial might be celebrated in the high schools.

1:30 p.m. 217A HGS

Mr. James Vivian, Dept. of History, Discussion of the Amistad Case and the history of Blacks and the franchise in Connecticut.

APPENDIX I

THE YALE-NEW HAVEN HISTORY EDUCATION PROJECT
1974 SUMMER SESSION. SCHEDULE OF EVENTS.

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Staff members are prepared to meet with interested teachers any morning between 8:00 and 9:30 and any afternoon at a time which does not conflict with scheduled talks or meetings.

Monday, July 1, 1974

The HEP session for this date has been cancelled because it conflicts with a special meeting for high school teachers and administrators of the New Haven public school system.

Tuesday, July 2. 9:30 a.m., 211 Hall of Graduate Studies (HGS)

General meeting for all participants in the Yale-New Haven HEP. Introduction of the HEP staff members. Introductory statements by school administrators and high school department heads for history and social studies.

Snack Bar Area of Sterling Library, 10:30 a.m.

Meeting of the Committee to Revise the 1972 Guide for Teachers of Mini-Courses. Department heads, area coordinators and interested teachers should plan to attend. Harold Cook and Gerry Warden will represent the staff.

10:30 a.m. In areas to be designated

Meeting of teachers with staff members to discuss course outlines and syllabi to be revised or drawn up. Bruce Carver (WAS), Sharon Nolte (Far East), and Jim Vivian (American history) will meet with teachers at 10:30. Harold Cook and Gerry Warden will meet with teachers after 11:00. Harold Cook will also meet regularly during afternoons at times to be arranged with teachers interested in ninth grade social studies.

1:00 p.m. to 1:30. Pick up library cards and stack passes at the Main Desk in Sterling Library. All have been prepared.

1:30. Tours of the facilities of Sterling Library arranged by Robert Belay, Head Reference Librarian. Assemble at the Main Desk.

Afternoon. Times and places to be announced.

Tours of special collections in the library, including collections on the Far East and on Russia and Eastern Europe and the Human Relations Area Files.

Wednesday, July 3. 10:00 a.m., 211 HGS

Prof. Barbara A. Black, Dept. of History, and (tentative) Prof. Charles L. Black, Law School.

Topic for a talk and discussion: the U.S. Constitution.

1:30 p.m. Snack Bar Area of Sterling Library:

Review by all teachers of lesson plans for mini-courses on the Constitution.

Thursday, July 4. HOLIDAY. NO MEETINGS WILL BE HELD.

Dr. David Musto, Yale Child Study Center and Dept. of History. Talk on "Drugs and Drug Abuse in America in historical perspective" followed by questions and discussion.

Afternoon: open time for a formal talk or for discussion.

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NOTE: 10:00 a.m. on this date is the deadline for submission by all teachers of one page course outlines and objectives to Gerry Warden.

Tuesday, July 16 10:00 a.m., 211 HGS

Prof. Donald Kagan, Dept. of History. Talk on "the teaching of Ancient History" followed by questions and discussion.

1:30 p.m., 211 HGS : Display of books and teaching aids by various publishers' representatives to be arranged by Dr. Albert Seretny, New Haven Public Schools.

Later Afternoon: Meetings as desired between teachers and staff members to be arranged.

Wednesday, July 17 10:00 a.m., 211 HGS

Prof. Richard Warch, Dept. of History. Talk on "Immigrants and Minorities in the United States" followed by questions and discussion.

1:30 p.m., Snack Bar Area and other places to be designated.
Topical discussion of "Immigrants and Minorities in the United States."
Teachers should participate in discussing one of the following topics:
Irish and Italian immigrants: Gerry Warden.
Immigrants from Eastern Europe, Germany and Scandinavia: Bruce Garver.
Immigrants from the Far East: Sharon Holte
Chicanos in the Western United States: Jim Vivian
Blacks in the United States: Harold Cook
Puerto Ricans in the United States: to be designated.

Thursday, July 18 10:00 a.m., 211 HGS

Prof. Rollin Osterweis, Dept. of History. Talk on "the teaching of the history of New Haven" followed by questions and discussion.

2:00 p.m., 211 HGS

Prof. Thomas P. Bernstein, Dept. of Political Science. Talk on "education in the People's Republic of China."

Friday, July 19 10:00 am, Snack Bar Area, Sterling Library

General meeting of all teachers and staff members.

11:30 a.m., Meetings of committees and special groups; places to be announced.

1:30 p.m., Snack Bar Area, Sterling Library . General discussion of the revised Guide for Teachers of Mini-Courses.

Monday July 22 Meetings as desired between staff members and interested teachers on topics of mutual interest. Times and places to be designated.